



LINGUISTIC KNOWLEDGE AS THE BASIS FOR THE FORMATION OF STUDENT'S ABILITIES IN TEACHING THE RUSSIAN LANGUAGE

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Abstract

Linguistic knowledge serves as the basis for the formation of student's language and speech skills. No skill can be formed without relying on knowledge. With acquaintance with them, the development of skills begins, therefore, linguistic concepts should be included in the university curriculum. This article discusses the features of the structural elements of the linguistic worldview in teaching the Russian language and how to be successful in educational process giving students all necessary skills.

Keywords: language development, systematic language, program requirements, texts, phonetics, vocabulary, word production, morphology, syntax, acquired knowledge

In accordance with the social order (to give a solid knowledge of the language and to form fluency in the Russian language), the modern university course of the Russian language has a cognitive and practical orientation, i.e. gives knowledge about language and speech (the cognitive side of the subject) and forms various language and speech skills (the practical side of the subject) [1].

There are three main cognitive goals of teaching the Russian language:

- the formation of a linguistic worldview in the language of students (linguistic competence);
- equipping students with the basics of knowledge about language and speech (language competence);
- aesthetic education of students by means of the Russian language as a subject.

Let's consider these goals in more detail.

Formation of students' linguistic worldview.



International Conference on Educational Discoveries and Humanities

Hosted online from Moscow, Russia

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16th June, 2025

Worldview is a system of views on the surrounding world, including language as an objective part of this world. It serves as a means of communication for people living today, and served them in the distant past. Language is a means of knowing the life of bygone generations through the monuments of writing left by them. The view of language as an objectively existing communicative system of people is a linguistic worldview. Its formation is one of the most important tasks of teaching the Russian language in modern university. Students should be armed with a circle of knowledge about the role of language in the life of society and the reasons for its appearance, about the constant development of the language and the factors causing changes in it, about the systemic nature of the language, about the diversity of languages and the place of the Russian language among them, about the functions of the Russian language in modern the world.

The main components of the scientific-linguistic worldview are the following structural elements:

- the role of language in the life of society and the reasons for its appearance;
- forms of language existence;
- language development; systematic language;
- diversity and equality of languages of the world;
- the place of the Russian language among other languages;
- modern functions of the Russian language;
- division of the national Russian language into parts [2].

The idea of developing the linguistic worldview of students is embedded in the modern program, which at the very beginning of the university year includes topics about language, and a generalizing section "General information about language". In existing textbooks, in addition to special material reflecting program requirements, texts containing information about the language are placed [10]. In addition, when studying information about language and speech, such knowledge is communicated that has access to the formation of the worldview of students (the systemic nature of the language, its development, etc.). The ideological aspect of the university course of the Russian language is due to the need for constant (from year to year, from topic to topic) appeal to the formation of a materialistic view of the language, since it is almost impossible to develop it among students in a short time.



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Each of the structural elements of the linguistic worldview has features in content and requires the use of specific methods of work. Let us dwell on the methodology of their study.

The role of language in the life of society.

With the language as a means of communication, it is necessary to introduce students at the very beginning of a systematic course. Knowledge of this function of the language increases the interest of students in the Russian language as an educational subject, the desire to master it well in order to better use the Russian language as a means of communication.

The idea of the role of language in people's lives will develop among students when they get acquainted with the following information:

- language is the most important means of communication between people, a means of transmitting thoughts, processing and storing information;
- only a person has a language of words;
- a person masters the language from childhood, communicating with other people; language unites different generations and different social groups [2].

Some of this information is communicated to students in the first lessons in all classes at the beginning of the year, then along the way they are reproduced when studying grammatical material. As a result of this organization of work, the idea of the communicative role of language is constantly in the field of view of both the teacher and the students.

In special lessons on the topic “General information about the language”, the acquired knowledge is systematized and replenished to one degree or another. To consolidate the acquired knowledge, the following types of exercises are used:

- 1) analysis of statements about the role of language in the life of society by prominent scientists and writers;
- 2) selection of evidence that determines the advantages of the language over other means of communication;
- 3) determination of the main idea of the text on the topic of language;
- 4) selection of proverbs about the language;
- 5) writing essays-arguments about the language [3].

Language is an evolving phenomenon.



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The idea of language development should permeate the entire educational process: the content of our subject provides rich material for this in all its parts. This also contributes to the study of literature lessons of works of art from different eras.

Separate information about the development of the language is included in the topic "Vocabulary": obsolete and new words, borrowed words - and in the topic "General information about the language", which is studied at the final stage [9]. The idea of the development of the Russian language runs through the texts of many exercises. In the aggregate, for all the years of studying the Russian language, students will receive the following information about the language as a developing phenomenon: over time, the language gradually changes, retaining its foundation; all aspects of the language change, but changes in vocabulary are more noticeable to different generations; reasons for changes in language; development of the Russian language at the present time [8]. The program material of each class allows you to provide students with simple information about the changes that have taken place in the language in the past.

When studying morphology, it is useful to explain the loss or appearance of certain morphological categories, for example, changes in verb genders in the past tense, etc.

When studying the topic "General information about the language", facts are recalled and systematized that testify to the historical development of the language, and the main attention is paid to the causes of changes in the language and the preservation of the basis of the language, traceable from ancient times. To consolidate the knowledge gained about the development of the language, the following types of exercises are used [4]:

- 1) comparison of ancient and modern texts;
- 2) analysis of popular science texts on the history of linguistic phenomena;
- 3) work with an etymological dictionary and a dictionary of foreign words.

Language is a system of interrelated units.

In the language, everything is interconnected and interdependent, and students should learn this idea in the process of learning the Russian language. The systemic nature of the language is a complex phenomenon that is not considered in university in full.



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The Russian language as an academic subject is extremely important in the humanitarian preparation for the life of the younger generation: it lays the foundations of linguistic education, i.e. totality of knowledge about the main means of communication language, its structure and functioning in speech. Knowledge about it performs two functions: it ensures the competence of students in using the language, and also serves as the basis for the formation of language and speech skills. The competence of students in knowledge of language and speech is ensured as a result of studying all aspects of the language (its phonetics, vocabulary, word production, morphology and syntax) and speech (its textual basis, stylistic varieties and types of utterance organization), its both forms - oral and written, literary norms. All this, assimilated quite firmly, provides students with the conscious use of the language in their own speech, the basis for self-control when using the language as a means of communication.

The Russian language program includes a large number of language and speech skills, the formation of which is closely related to knowledge of the language. Pronunciation skills are based on knowledge of phonetics; lexical - on knowledge of vocabulary and phraseology; grammatical - on knowledge of word formation, morphology and syntax; stylistic - on knowledge of stylistics and speech science. So, in order to form a literary pronunciation of vowels and consonants, it is necessary to know their articulation and pronunciation rules in different positions; in order to correctly form the forms of words, it is necessary to know their paradigms and inflections of these paradigms, etc.

Spelling and punctuation skills occupy a large place among the skills and abilities formed at the university [7]. They are also closely connected with the whole language: with phonetics, with all parts of grammar, and partly with vocabulary. So, in order to learn how to write orthograms - vowels at the end of a word, students must know and distinguish stressed and unstressed vowels, hissing consonants from the Phonetics section, know parts of a word, root words and be able to select single-root words with stressed vowels at the root. To learn, for example, to distinguish vowels in personal endings of verbs in writing, students need to know the following about the verb: verb aspect, tense, person, conjugation, and also be able to determine



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the conjugation, find the indefinite form of the verb of the same kind, know the exceptions [5].

Aesthetic education in the lessons of the Russian language is the formation of an aesthetic sense in students, i.e. ideas of beauty in language and speech. The ability to see the beautiful, understand and appreciate it according to the laws of beauty is necessary for every cultured person, therefore, by developing an aesthetic sense in students, the university prepares them for work, thereby forming one of the main qualities of a versatile personality. The Russian language, as a subject of study and an object of mastery, is connected with all spheres of human life, therefore nature, society, a person's personality, and art are reflected in it in verbal form.

The teacher of the Russian language faces the following tasks aimed at the aesthetic education of students:

- to introduce students to the beautiful in language and speech (aesthetic knowledge of language and speech);
- to develop all aspects included in the structure of linguistic aesthetic feeling;
- to educate linguistic aesthetic taste (to form a linguistic aesthetic ideal);
- to develop in students the need for aesthetic improvement of their speech [6].

All in all, these tasks are solved throughout the entire teaching of the Russian language. Of course, in each class, elements of those tasks should be implemented, which are selected in accordance with the specifics of the program material being studied and with the age capabilities of students. Ways of their implementation will be different.

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